LOCAL EDUCATION AGENCY
STRATEGIC LONG RANGE TECHNOLOGY PLAN

THIS SAMPLE PLAN CONTAINS A VARIETY OF IDEAS FOR YOUR USE. IT IS NOT MEANT TO BE A COMPLETE OR ACCURATE PLAN FOR ANY REAL DISTRICT OR ENTITY. IT IS A COMPILATION OF POSSIBILITIES TO GIVE EXAMPLES OF SEVERAL WAYS TO COMPLETE A TECHNOLOGY PLAN. DUPLICATION FOR THE PURPOSE OF SUBMISSION IS DENIED.

PLAN TERM: Begins: 7/2003 Ends: 6/2004

The Applicant Agency*

Example Elementary School District

(Name of Local Education Agency (LEA), i.e. School District, Consortia or Charter School submitting this plan. **If Consortia, list all members in the space below**)

Developing a comprehensive technology plan, based on the educational goals of the school system, will ensure that the most appropriate technologies are effectively infused in your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School Districts, Consortia or Charter Schools (LEAs) who apply for technology funding through any Federal grant program, are required to have developed a comprehensive, three-year to five-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

__X__ is compliant with the provisions of the Children's Internet Protection Act (CIPA)

_____will be CIPA compliant by this date _____

_____ has applied for E-Rate Funding for FY 2004

The LEA's comprehensive technology plan must be approved by the local governing board. (The plan must be approved by the local governing board before funds will be released.)

Date the plan was approved: 1/22/2003

OR

Date the plan is to be submitted for board approval _____

Certified by:

_____

Signature of Authorized School System Agent (signed in blue ink) Date of Signature

I. M. Smart Superintendent

Printed Name and Title

LEA Profile

This information should provide a "snapshot" of your district and help planners and reviewers to understand areas of need.

LEA Profile	
LEA NAME: Example Elementary School Dist. #23	
CTDS: 020323000	
NUMBER OF SCHOOLS IN LEA	1
NUMBER OF TEACHERS	19
NUMBER OF STUDENTS ENROLLED	285
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	79
TITLE I POVERTY LEVEL	Very high poverty (Look up the designations for this) WTS = 39.75% MV-62.94% AVG-51.35%
TEACHER / STUDENT RATIO	1/15
STUDENT / COMPUTER RATIO	1 computer/3 students
NUMBER OF SCHOOLS IDENTIFIED AS EXCELLING	0
NUMBER OF SCHOOLS IDENTIFIED AS IMPROVING	0
NUMBER OF SCHOOLS IDENTIFIED AS MAINTAINING PERFORMANCE	0
NUMBER OF SCHOOLS IDENTIFIED AS UNDERPERFORMING	1
BASED ON CENSUS TRACT INFORMATION, IS YOUR ENTITY RURAL OR URBAN (Don't forget to look this up for the official designation if you don't know…) Ask us if you don't know where to find the info. Go to E-Rate www.ade.az.gov/erate then to current information link, then to the reference area link on the right, then to rural/urban under the table of contents and/or the Rural Urban link at the top. www.ffiec.gov for the census tract info.)	Rural

District Technology Coordinator/Contact

Name: SILLY SUZIE	Telephone #: (333) 111-1111
School District: Example School Dist. ###	Fax #: (333) 111-1112

Address: #### W RURAL RD Example AZ 85620	E-mail: SOMEONE@Example.k12.az.us

VISION AND MISSION STATEMENTS

Vision Statement

A vision statement expresses thoughts about what the LEA's future educational environment should look like. It should be written in broad terms and guide the development of the technology plan.

The Example School technology vision is to provide the administrators, staff, students, adults and families of Example an opportunity to access, manipulate, integrate and communicate information within and beyond the school setting, to push the classroom walls into the outside world, to transform learning, and to become active participants in the technology revolution.

Mission Statement

A mission statement is a brief, general description of the LEA's plans for promoting the effective use of technology to improve student performance. The mission statement describes the broad steps that will need to be taken in order to achieve the LEA's vision.

The technology mission of Example School is to incorporate technology into all programs and services through an evolving and integrated plan. Our mission also includes enhancing the educational process, and offering opportunities that help the Example community pursue life-long learning.

TECHNOLOGY COMMITTEE

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

LEA Technology Committee		
Member	**Title**	**Constituency Represented**
Joe Noname	Tech. Coordinator	Tech. Dept
Sara Silly	Business manager	Administration
Jim Junk	Parent	Parent
Suzy Queue	Teacher	Teacher
Jose Begaye	Teacher/Administrator	Teacher/Administrator
Frank Smith	Community Member	Community/Business
	7th grade math	Middle School Educator
	IT Technician	IT, Parent and Classified
	High School Student	Student and Community Member
	Curriculum and Testing Coordinator	District Office
	Local Business Owner	Community Business Leader
	High School Technology Committee Chair	High School Educator
	County Library Network Administrator	Community, Partnership, High Learning Institution
	XXX School Principal	Elementary Principal

Long-term role of the Committee:
*Write a description of the technology **committee's role** in developing, implementing, and evaluating the technology plan. This description should include **how committee members were selected**, and **the role each is expected to play**. Tentative **plans for scheduling meetings for the next school year** should also be included.*

The technology team meets monthly to monitor the progress of the implementation, assessment and refinement of the district's technology plan. The team assesses benchmark progress toward district technology goals, makes policy recommendations for board approval, coordinates funding and staff development, , and steers the plan toward those goals. Minutes, agendas, and attendance are on file. Members are volunteers from the school and community.

From a different school:

The core of the committee has seven members: a principal, grants manager, curriculum director, IT director, technology trainer, library media specialist, and a teacher. The seven were selected because of their backgrounds and titles. The core committee first met twice to view the old plan, set up needs procedure, work on mission and vision statements, and identify possible participants in the technology plan who share investment in the district and meet a wide range of profiles. Included in the invitation are: classified employees, students, parents, elementary schools, middle schools, high school, adult literacy agent, public library agent, and business representative. These recruits and the core committee combine to provide well rounded representation of district technology stakeholders.

Since the initial meetings most communication and work was done vie e-mail. Two large working committee meetings took place to solidify and unify individual parts of the plan. At each meeting one of the core committee headed a subcommittee of invited members that focused on an individual goal, both to asses need and develop objectives, strategies, accountabilities, and timelines.

Looking at the goals of the No Child Left Behind act and Arizona State technology plan versus where our district currently stands we see much work to be done. Part of the effect of this plan and its committee is to act as a change agent for the district. We will provide an avenue for educational change in XUSD based on the mandates of this technology plan. Following the approval of the plan by the governing board, the core committee will reconvene biennially to evaluate, research and amend the technology plan as needed.

NEEDS ASSESSMENT

In this section you are to assess your LEA's current technology status in four categories: curriculum integration, professional development, equitable use of technology, and infrastructure and telecommunications services. Use the questions listed beneath each category to guide the assessment.

1. Describe student and programmatic needs that the agency plans to address through educational technology.

   a. Curriculum Integration

   *Things to consider when evaluating your needs: The current **curriculum strengths and weaknesses** and the **process used to determine these** strengths and weaknesses, **how student activities are being aligned to meet state standards**, the current **procedures for using technology to address any perceived curriculum weaknesses**, **how teachers integrate technology** into their lesson - including ways technology is presently used for entire classroom and for small group instruction, and **how students use technology** -including ways students presently use technology for **purposes beyond practice of skills**.*

   Example, AZ is a small, rural community located on the Mexican/American border with a very high unemployment and low-income rate. Our school is a small one-school school district with a very high ELL population. Our needs and weaknesses are determined through survey, observation, and standardized test scores. These processes show that our students need more help in achieving mastery of the state standards in reading, writing, and math. This was attributed in part to our high ELL population. (97%) Consequently, software has been and will need to be purchased for school-wide use. Also new computers were installed in the ELL classroom to increase the access those students had to educational software and other technology resources.

   While assessments show that strides have been made, increased integration of technology into the core curriculum will continue to aid the mastery of standards by students. This is best done with easy access to computers and engaging software and ASP modules aligned to state standards.

   Current use of computers is working well. Each student in grades 1-4 gets at least one half-hour per day in a lab setting. Math, reading and writing are practiced, along with projects that span the curriculum in a variety of subjects. Internet research and typing skills are introduced and reinforced. Each student in grades 5-8 gets almost an hour of computer time in a lab setting. Typing skills are honed and learning takes place in a multimedia setting. This is true in both the acquisition of information and the presentation of student learning to peers in person and electronically. Some 1-5 classrooms also have "mini-labs" for "teachable moment" accessibility. These also give struggling students more opportunity to excel and help keep gifted students engaged and working to potential. All instructors of grades 6-8 take advantage of the rolling lab of laptop computers to integrate technology into their classes of Math, Science, Social Studies, and Reading.

   b. Professional Development

   Things to consider when evaluating your needs: The process the LEA uses for assessing the technology professional development needs of teachers, administrators, and non-certified staff; the technology professional development activities that have been offered to teachers; and how will teachers be assessed to determine the effectiveness of the professional development activities.

Assessment of needs is done through survey and observation. One hour of professional development in technology is presented every month.(Attendance by all teachers is mandatory.) Online classes are offered and support given to those who wish to expand their knowledge and use of technology in education beyond the compulsory training. An intensive technology "boot

camp" is offered onsite for those staff who wish to learn more in a face-to-face format. Stipends are offered as incentives.

Effectiveness has been assessed by observing the greatly increased use of technology as a teaching tool by teachers in our school. The use of technology in teaching and presentations, as well as the ways teachers have students use computers, has greatly improved. However, needs surveys show that this is an area is where we can make great progress.

We have in place the infrastructure and software. As long as we keep it up-to-date and maintained, the facilities are available. Our greatest challenge now is to get teachers more motivated and have many more of them move from skills drills to project oriented technology integration and beyond.

c. Equitable Use of Technology

Things to consider when evaluating your needs: The availability of technology to students and staff in the district -- include in your description the types of assistive technology tools that are provided for students with disabilities where necessary/applicable. How much time is available for use of technology by students and staff?

We are proud of the access our students have to technology. In regard to the times and skills listed in part (a.) of this section, it has always been the policy of Example School District that ALL students participate, regardless of gender, ethnicity, needs status, or primary language.

Now our challenge is to see that the available technology is used effectively.

The following matrix may be used to determine the extent technology is available to students and staff

	Few, if any have access	Access primarily in teacher work areas, offices, libraries, or computer labs	User has access to computer for individual use in classroom or office
Administrators			**X**
Teachers (academic)		**X (available if needed)**	**X**
Teachers (vocational)			**N/A**
Teachers (exceptional education)		**X (available if needed)**	**X**
Teachers (electives)			**N/A**
Students		**X**	
Students with disabilities		**X**	**X**
Non-certified staff			**X**

From another school:

The availability of computers to administrative and teacher staff would be a ratio of one to one. The average availability of computers to students within PUSD is one computer to six students. See Table A for supportive data. Please note that the ratio of computers will vary from site to site, with a high ratio of 4.5 to 1 and a low of 9.5 to 1. The average ratio for the school district is 6.1 to 1.

The district seems to have the accessibility software necessary for students with disabilities but not the adequate number of computer devices to run the software. Please note below the existing assistive technology.

Non-computer assistive technology
Here is a list of some assistive technology tools available for students with disabilities.
Board-Maker - Software to make communication boards for special needs students.

Phonic Ear - Classroom PA for hearing impaired students. (Student is connected to teacher, hears only teacher background noise is filtered out)

Computer assistive technology
List of Accessibility Software
Magnus - It is a screen magnifier program
Lookout - Screen Reader, All text, icons, labels etc are converted to sound
Text-To-Audio - Converts all text to audio
Text Cloner - Works with an OCR scanner to convert text to audio
The Talking Word Processor - Converts text to audio
Scan and Read - A book or document can be scanned and then converted to audio

Our real need is in the area of computers for students with special needs. See Table B for supportive date. Please note that the ratio of computers for students with special needs varies from a high ratio of 4.7 to 1 to a low ratio of 39 to 1and a district ratio of 14.7 to 1. Note that the data is referring to the number of computers in the learning areas for students with special needs. Another of concern is a speech student with a ratio of 29.7 to 1.

Students with special needs do have access to computer labs at their site but they are in competition for them with other students. Students with special needs usually require more time on a computer than other students to accomplish similar task. They also require computers with specific accessible software installed and / or devices attached than what would be installed on a typical lab computer.

The data taken from Tables A & B strongly point to the need of the district developing and implementing a plan to increase the number of computers with the appropriate accessible software for students with special needs.

d. Describe the Infrastructure and Telecommunication needs.

Things to consider when evaluating your needs: the technology infrastructure of each school or a typical school in your district -- explaining the type of data and video networking and Internet access that is available, the effectiveness of the present infrastructure and telecommunication services that have been provided by the district, and how E-Rate has allowed the district to improve or increase its technology infrastructure.

Our current infrastructure was adequate but, now, needs to be upgraded. We have a Gig backbone in place that helps keep bottlenecks of data transfer from forming at servers and switches. We have 100K speeds delivered to each workstation. This was made possible by the SFB project and e-rate funding. The need for further upgrades to our infrastructure became obvious when students were asked to use the state provided ASP for typing exercises. The response time was too slow to be usable. To allow real, usable access to what is available, we are pleased that e-rate is funding a dedicated T-1 line for our district this year. However, the lab that serves the older students has workstations that are capable of Gig communication. We need to upgrade to faster switches to take advantage of this and use the ASP.

e. Describe the administrative needs that the agency plans to address through technology.

Things to consider when evaluating your needs: How administrative (certified and classified) staff use technology to include accessing data for decision making, SAIS reporting, communication tools, information gathering, and record keeping. Also include the professional development opportunities that are available to administrative staff.

Administrative needs have been largely addressed. We have in place a SAIS compatible student information system, and T1internet access for each administrator and support staff. Training and maintenance and upgrades to the system are ongoing.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The goals listed below are the State Goals as identified in the State Technology Plan. The LEA technology plan should be aligned to the State Plan. The LEA may include any additional goals that apply to their technology plan.

1. **Goal:** Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.

   Things to consider when creating your goals:
   - *Describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched based successful practices.*
   - *Describe how the LEA will meet the Technology Education Standards of the Arizona Academic Standards.*
   - *Describe how the LEA will support innovative practices that lead to increased student achievement especially supporting the AZ Reads Initiative.*
   - *Describe how the LEA will provide resources that reflect scientifically based research and best practices focused on improving student achievement.*
   - *Describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
Use technology to help ensure students have the opportunity to achieve educational success.	**Purchase software that is based on scientific research, and tied to state standards (i.e. Accelerated Reader)**	**Improved scores by students on standardized tests.**	**AYP for every student 2004**
Use Technology to help ensure all have had opportunities to practice and master state standards.	**Align all assignments to state standards by providing standards in electronic grade book so each assignment can be tagged with the appropriate standard(s)**	**PowerSchool provides reports of progress toward standards mastery.**	**100% of assignments relate to standards** **2003**

From another school:

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
1.1 Provide access to on-line courses for EUSD students and home-schooled students within our district.	1.1.1 Investigate resources and partnership for accessibility	1.1.1a Provide a list of courses and their accessibility will be disseminate to students through EUSD web site, press releases, news-letters, and home school contacts	03-04 school year 90%

		1.1.1b Update lists of on-line courses available to students.	04-05 school year 100%
	1.1.2 Create location and assign supervisor for students to access and receive support for on-line course work.	1.1.2 Establish class schedule and supervisor schedule. Student attendance is recorded and filed by supervisor	03-04 school year 100%
1.2 EUSD IT Department will install hardware and software necessary to provide Distance Learning. IITV, On-line, video direct or others.	1.2.1 Survey students, staff and parents concerning what DL capacities we should pursue.	1.2.1 See EUSD Technology Stakeholders' survey. (See Goal 4.0)	8/ 30/03-100%
	1.2.2 Research technologies and create a cost to benefit profile for DL.	1.2.2 Results of research is on file.	9/30/03-100%
	1.2.3 Propose funding mechanisms for DL.	1.2.3 Minutes from DLT with show proposal and funding ideas.	10/30/03-100%
1.3 Create a link on the districts website for publisher supported materials for all texts used within the district.	1.3.1 The assistant of curriculum will utilize existing software accompanying current textbooks to create a link on EUSD website.	1.3.1 The website is published and the links are active.	03-04 school year 100%
1.4 Systematically integrate new technologies into classroom teaching. (Projectors, digital probes and microscopes, digital whiteboards, bookless classrooms)	1.4.1 Textbook selection committee will investigate integrated technology. Options available with adoption, such as CD ROMs, on-line resources, etc.	1.4.1 Use existing adoption cycle and procedures. Making specific technology choices according to what is offered.	100% for yearly adoptions
	1.4.2 Existing equipment will be inventoried. Usage statistics will be taken.	1.4.2 Data from the EUSD Technology Stakeholders' survey. (See Goal 4.0)	On-going
	1.4.3 Teachers will be surveyed on their knowledge of new technologies such as digital probes and digital white boards comfort levels. Make a wish list for new technologies needs (hardware) with surveyed	1.4.3 Data from the EUSD Technology Stakeholders' survey. (See Goal 4.0)	On-going
1.5 Example Unified School District's K-8 Computer Literacy Curriculum Guidelines will be revised to comply with the NCLB act and include updated state standards, NETS, integrated lesson plans, projects and assessments.	1.5.1 A committee of classroom teachers, district technology specialists and administrators will be formed to revise the curriculum.	1.5.1 Record attendance at committee meetings. Production of new curriculum document.	9/03 –5/04 school year, 100%
	1.5.2 The K-8 curriculum guidelines will be presented to all staff at all elementary and middle schools.	1.5.2a Scheduled faculty meetings.	8/04 – 9/04, 100%
		1.5.2b Follow-up of implementation by building principles.	04-05, 100%

1.6 The 9-12 grade curricula pertaining to technology will be revised to include updated state standards, course descriptions, vocational alignments, plans and assessments.	1.6.1 A committee of Example High School teachers, district technology specialists and administrators will be formed to revise the curriculum.	1.6.1 Record attendance at committee meetings. Production of new curriculum document.	9/03 –5/04 school year, 100%
	1.6.2 The 9-12 grade technology curriculum guidelines will be presented to all staff at Example High School.	1.6.2a Scheduled faculty meetings	04-05, 100%
		1.6.2b Follow-up of implementation by building principles.	8/04 – 9/04, 100%
1.7 Implement technology training as part of all new-teacher in-service: included is a MyCompass baseline assessment; use of grading and attendance programs; and district communication software.	1.71 Approach the district personnel director to schedule 4 hrs for new-teachers to receive pre-service training.	1.71 New enrollees will print a record showing their compliance.	8/5/2003 and annually from then on. 100% complete
	1.72 Recruit, train and provide teacher trainers for the pre-service trainings.	1.72 The trainers are assigned, training occurred, and trainers compensated.	8/5/2003 and annually from then on. 100% complete
1.8 All Instructional staff will complete a baseline (5 modules: Basic concepts/Skills, Personal/Professional Productivity, Communication/Information, Classroom Instruction and Integration of Technology) MyCompass assessment and will reassess following all technology trainings or annually which ever is more frequent.	1.8.1 Create an edict that outlines the self assessment requirements of the district using MyCompass and allow 1hr of professional development credit annually for so doing.	1.8.1 Dictate via DLT/staff meetings and e-mail that by the end of the school year on 2003 all instructional staff and administration will have either assessed or reassessed on MyCompass.	6/1/2003 100%
	1.8.2 Attach to the current professional development credit policy that no technology PD will be accepted until proof of reassessment is shown.	1.8.2a Notify all staff via e-mail and mailbox stuffers.	8/1/2003 100%
		1.8.2b Personnel department will enforce the edict.	3/1/2004 100%
1.9 All teachers and instructional aides will be encouraged to participate in at least one technology class per year based on their MyCompass assessment profile.	1.9.1 The MyCompass and district professional development databases will be used to record completion of classes.	1.9.1 Participation in online and district-sponsored classes will be kept in databases by the technology specialist for staff development.	03-04, 75%
	1.9.2 District Professional Growth hours will be granted for course work according to district formulas.	1.9.2 The personnel office will honor and record professional growth hours for salary enhancement.	04-05, 100%

2. **Goal:** Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.

Things to consider when creating your goals:

- *At least 25% of federal funds will be allocated to professional development.*
- *Describe how the LEA will provide all teachers, staff, principals, administrators, and school library personnel incentives to become technologically competent.*
- *Describe how the LEA will provide specific research-based professional development opportunities to all staff.*
- *Describe how the LEA will utilize a competency self-assessment instrument, such as My Compass, that includes recommendations for professional development.*
- *Describe how the LEA will provide specific professional development opportunities to all staff that provides background on the research connecting student achievement and the use of technology.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
Provide teachers and staff incentives to become technologically competent	**Offer stipends for online classes and boot camp**	**% of teachers participation**	**100% 2004**
All staff will take My Compass assessment	**Lead all staff through My Compass assessment during an in-service**	**% of teachers participating**	**100% 2001 New staff ongoing**
Staff to become more self sufficient in troubleshooting difficulties and gain understanding of basic networking	**Monthly in-service training**	**Reduced number of "call outs"**	**30% 2003** **60% 2004**
Accessing internet to locate teaching resources and keep abreast of best practices	**Monthly teacher training and motivation. Online classes and boot camp**	**Observation and technology rich lesson plans on file by teachers**	**75% 2003** **100% 2004**
Creating classroom presentations using presentation software and projector to integrate technology into the curriculum	**Monthly teacher training and motivation. Online classes and boot camp**	**Observation and technology rich lesson plans on file by teachers**	**75% of teachers by 2003** **100% 2004**

3. **Goal:** Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Things to consider when creating your goals:

- *Describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and hardware placement.*
- *Describe how the LEA will ensure continued maintenance and support of existing technology and networking.*
- *Describe the specific provisions the agency intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level).*

Objective	Strategy	Accountability Measure	Timeline (Task % Done /Year)
Ensure that all facilities meet minimum standards of technology infrastructure and hardware placement	**Ongoing replacement of dated infrastructure and hardware**	**Replace all equipment more than 2 generations old**	**On-going**
Ensure continued maintenance and support of technology and networking	**Employ full time technology coordinator and lab aide and a certified teacher teaching in the computer lab**	**N/a**	**2003**
Ensure that all technologies are interoperable	**All new additions of technology will be interoperable with existing equipment**	**N/a**	**On-going**

4. **Goal:** Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration. (*LEAs will be required to publish report cards that provide school performance information to parents. Children in failing or unsafe schools will have the opportunity to attend better public schools.)*

   Things to consider when creating your goals:
   - *Describe how the LEA will make facilities available to the community as appropriate to support life long learning possibly through site councils.*
   - *Describe how the LEA will establish Adult Literacy Connections.*
   - *Describe how the LEA will encourage innovative practices to support equity.*
   - *Describe how LEA will explore the use of technology to create safer school environments without infringing on human rights.*
   - *Describe how the LEA will ensure the effective use of technology to promote parental involvement and increase communication with parents. Include a description of how parents will be informed of the technology being used in their child's education so that parents, outside of school, are able to reinforce the instruction their child receives.*

Objective	Strategy	Accountability Measure	Timeline (Task % Done /Year)
Make facilities available to the community and support life-long learning	**Make computers in the library available to the community during and after school hours**	**Measure community access each week**	**Use up 50% 2004**
Establish adult literacy connections	**Provide facility for adult literacy**	**N/a**	**2002**
Explore how to use technology to create a safer school environment	**Proxy filter is in place to comply with CIPA**	**Number of security breeches**	**0 2004**
Encourage parental involvement and increase communications with parents	**Provide parental access to progress reports and teacher comments on the internet and via e-mail if**	**Measure parental access and participation**	**50% 2004**

	requested. Sponsor a student/parent technology night.		
Maintain a school homepage so parents and community members can be informed of events and class happenings	**Provide a web server and designate a webmaster to keep our homepage current. Train teachers on web design so they can keep a class homepage.**	**School web page updated at least monthly. 50% of teachers submitting a web page**	**50% of teachers submitting a web page. 2004**

5. Goal: Ensure that all K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Things to consider when creating your goals:

- *Describe how the LEA will ensure that students with special needs will have those needs addressed through technology.*
- *Describe how the LEA will encourage innovative practices to support equity.*
- *Describe how the K-8 LEA will ensure that all students will become technologically literate by the end of eighth grade **or** how the 9-12 LEA will ensure that all students maintain or increase their technology literacy and achieve their academic potential.*
- *Describe how the LEA will ensure equal access to all students, teachers, staff, and administrators.*

Objective	**Strategy**	**Accountability Measure**	**Timeline (Task % Done /Year)**
Address needs of special needs students, ELL students and students in alternative programs through technology	**Put new computers in special needs rooms, including SPED, ELL, and alternative facilities. Purchase software with these students in mind.**	**Increased academic achievement of all students**	**AYP for all students 2004**
Ensure students increase their knowledge of technology and achieve their academic potential	**Equal lab time for all students regardless of ethnicity, needs status, primary language, or gender**	**Communicate with the high school to find out if our students are prepared as they expect**	**1999** **On-going**

6. **Goal:** Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching/ and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool. (*Information technology initiatives will dramatically reduce the data collection burden on state and local officials by seamlessly collecting and disseminating performance information. Increased flexibility will be a core principle incorporated in all legislative proposals.)*

Things to consider when creating your goals:

- *Describe how the LEA will evaluate and make changes to this plan on a yearly basis.*
- *Describe how the LEA will allow students to take on-line tests when available that facilitate their involvement and compilation of results information.*
- *Describe how the LEA will provide professional development to enable teachers and administrators to use data from state mandated tests productively for students (data driven decision making).*
- *Describe how the LEA will create or maintain/improve electronic resources to improve service to the state and ensure administrative needs are addressed and solutions developed.*

- *Describe how the LEA will implement technology initiatives to improve student achievement.*

Objective	Strategy	Accountability Measure	Timeline (Task % Done /Year)
Keep technology plan up to date	**Monthly meetings of the technology team**	**Minutes and attendance on file**	**On-going**
Provide professional development to enable teachers to use data from state mandated tests to improve student learning	**Test results presented at in-service**	**N/a**	**Annually**
Maintain and improve electronic resources to improve service to the state and meet administrative needs	**Acquire and keep updated a SAIS compatible student data system**	**Accuracy of information sent to state**	**2001 On-going**
Implement technology initiatives to improve student learning	**Results of standardized tests drive software purchases and mandate where emphasis should be**	**Improved test scores**	**2002**

7. **Goal:** Develop a schema of current and future financing requirements to support the LEA's Technology Plan. (*The national strategic plan focuses on performance. It states in unambiguous language the measurable goals and objectives the department intends to achieve. It creates the base of an accountability system for the State and all LEAs, as it works to imbue accountability throughout the nation's education system.)*

Things to consider when creating your goals:

- *Describe how the LEA will meet current and future funding requirements to support plan implementation.*
- *Describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security.*
- *Describe how the LEA will meet current and future funding requirements to keep the technology current.*

Objective	Strategy	Accountability Measure	Timeline (Task % Done /Year)
Meet current and future funding requirements to support plan implementation and keep current	**Fully pursue funding through NCLB, Ed. Tech. Grants, district funds, e-rate, and other local grants such as County Armed Services organization**	**N/a**	**On-going**
Develop policies and procedures to ensure maintenance of hardware, software, infrastructure and security	**Monthly meetings of the technology team will provide a forum for needs relating to the maintenance and growth of technology**	**N/a**	**On-going**

STRATEGIES FOR FINANCING TECHNOLOGY

In this section, provide information as to how the LEA will fund the goals, objectives, and strategies detailed in the previous sections.

Supporting Resources:

Things to consider:

- *What supporting resources and services do you already have available that effectively leverage and expand your technology investment? Where are the gaps?*
- *What untapped community resources are available that can provide hands-on support of technology-enhanced learning? For example, are there local institutions of higher education that can help investigate alignment of proven practices for technology integration and the methods used at your school or district?*
- *Does your school or district expect and provide the structures that encourage technology and curriculum coordinators to plan together so that software, services, and resource acquisition link directly to current curriculum priorities? Are there particular supporting resources that can assist in this sort of ongoing collaboration?*

Source	**Amount**	**Period Available**	**Status**	**Purpose and Restrictions**
NCLB Title I A And innovative Ed.	109,000	On-going	On-going	Pays salaries for technology staff and innovative educational ideas using technology
Ed. Tech competitive Grant	50,000	Applied for annually	Currently awarded – will apply again for next year	Allows us better and more valuable training and trainers. Keeps our technology program current with up-to-date, usable multimedia equipment
Ed. Tech formula grant	4,000	On-going	On-going	Provides basic, essential teacher training and provides new staff with computers for SAIS and grade entry and research
District funds M&O and capital	10,000	On-going	On-going	Pays for SAIS compatible engine for state reporting. Limited funds fill in gaps for needed software and light infrastructure improvements
e-rate	20,000	Applied for annually	Currently awarded – will apply again for next year	Provides much needed funds for telephone, internet access, and upgrades to infrastructure

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY **YEAR: FY 2004**

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

1. List the technologies and professional development opportunities to be acquired during each year of the agency's plan.
2. Choose ONLY those technologies and professional development opportunities for which the agency has reasonable expectations of funding through local, state or community resources and that are not solely dependent on monies provided by the *Ed Tech Program*.
3. Place the cost of these technologies and professional development opportunities in the appropriate column(s) from which the agency intends to take the funds.
4. Remember to transfer the items listed in column one (Acquired Technologies) and column two (*Ed Tech* Cost) to ADE Form 9702 and the Budget Components Report pages in the Application.

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title II-D	M&O	Bond/ Override	Capital	E-Rate	NCLB	Other (Specify)
SAIS								
Annual Subscription and support			2500					
Training	2500							
Mobile Lab								
Insurance	4000							
Maintenance	1500							
Teacher Training								
Instructors	1500	2000						
Laptop computers	7500							
Stipends	8000							
Lab computers								
10 Windows	11000							
10 Mac	11000							
Maintenance	2500							
Infrastructure upgrades								
T-1 line and ISP					1100	11000		
File Server	500					5000		
Maintenance agreement			400			4000		
Improvements					5800			
Software								
As per needs		2000	200					
Technology Staff								
3.0 FTE							109,00	
TOTAL	50,000	4000	3100	0	6900	20,000	109,00	0

ACCOUNTABILITY AND EVIDENCE OF ACCOMPLISHMENTS

List the people and activities developed to monitor progress and accountability in implementing the technology plan.

Things to consider:

- *What set of evaluation questions will most effectively yield answers to whether and how your district needs were addressed through funding provided by the grant?*
- *What evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) will most effectively provide the data needed to address your evaluation questions?*
- *When addressing accountability measures, what is the quality, reach, and impact of your project's work?*

The technology team, along with the district superintendent, is responsible for monitoring the progress and implementation of our technology plan. Each year a longitudinal study will be conducted to determine the effects of teacher training and access to computers on student achievement.

Adequate yearly progress of students, as taken from standardized test scores, will be compared across past and present years of the plan to determine effectiveness and needs. Effects of aligning all assignments to state standards will be measured according to the district assessment plan.

Project success is measured by progress toward goals as put forth in the pillars of the State Technology Plan.

TECHNOLGY PLAN ADDENDUM

Websites in Support of Arizona's Technology Plan and Resources to Assist with Completing a Technology Plan

Arizona Department of Education, Technology Support
http://www.ade.az.gov/technology/

Research based results to be shared during the course of the plan's implementation
http://www.ed.gov/nclb/research/

RTC tech planning and support
http://www.sansimon.k12.az.us/tech_info.htm

Regional Training Centers
http://www.ade.state.az.us/rtc/

Arizona Department of Education, Technology Curriculum
http://www.ade.state.az.us/state_tests_acad_stds.asp

Nov 26, 2001 Accountability Program
http://www.ade.state.az.us/services/pio/press-releases/2001/pr11-26-01.asp

March 7, 2002 Accountability Report
http://www.ade.state.az.us/services/pio/press-releases/2002/pr3-07-02.asp

Arizona School Facilities Board (standards for infrastructure, hardware and software)
http://www.sfb.state.az.us/sfbmain/core_home.asp

Arizona Education and Technology Alliance (professional association)
http://www.aztea.org

Arizona Educational Media Association (professional association)
Arizona Association of School Business Officials
http://www.asbointl.org/

Arizona K-12 Center Administrative Grant
http://www.sfb.state.az.us/sfb/sfbdoc/announcements/AzK12_brochure.pdf

COPI reference to support for mentor model
http://www.seattleschools.org/area/it/studies.xml

Evaluation and Research of Educational Technology -
http://www.ed.gov/technology/evaluation.html

South East Initiatives Regional Technology in Education Consortium
http://www.seirtec.org/

ISTE International Society for Technology in Education
http://www.iste.org

NOTE: For information on developing an acceptable use policy, visit
http://www.netc.org/tech_plans/aup.html